**K-5 ELA Lesson Plan**

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| **Teacher: Cox/Spencer/Preslan** | | **Grade:1** | | | **Date(s)**: Week of August 27 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): Reading/Writing/ Speaking and Listening**  **Why is it important for good readers, writers and speakers to remember the important details when retelling a story, poem, or informational text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Reading**  **Day 1/**  Book, Officer Buckle and Gloria, Chart paper, markers  **Day 2**/  Book, What if Everybody did that? Writing paper, pencils, crayons  **Day 3**/ Soc. Studies book, Copies of song-rules  **Day 4**/ Book, Lilly’s Purple Plastic Purse, Classroom book of rules, Chart Paper, markers  **Writing**  **Day 1/** Chart paper, writing paper, pencils, crayons, markers  **Day 2/**Chart paper, writing paper, pencils, crayons, markers  **Day 3/**Blank PBIS booklets for each student, pencils and crayons  **Day 4/**T Chart from Lilly’s purple purse, folded paper for each student,  **Word Study**  **Day 1/**Sentence strips with students names, red and green crayons,  **Day 2/** No materials needed  **Day 3/**WWJournals  **Day 4/**Chart paper, markers, index cards for sorting, pocket chart | | | | **Rules,**  **consequences,**  **citizens,**  **author,**  **illustrations,**  **retelling** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Day 1**  **Standards: RL 1.2**  **I Can Statement(s): I can retell a story and include important details.**  **Instructional Plan:**   * Discuss rules with students and why rules are important in the classroom/ and school. (What would happen if we had no rules?) * Introduce Vocabulary-rules, consequences, citizens * Read aloud the book, Officer Buckle and Gloria by Peggy Rathmann. * Retell story focusing on rules characters used in the book. * Create a list of rules for our classroom on chart paper, post in classroom.   **Day 2**  **Instructional Plan**   * Review rules from previous day. * Class will practice “singing the rules” to the tune of London Bridges Falling Down. * Read aloud and discuss rules and consequences. What if everybody did that? By Ellen Javernick * Each student will copy and illustrate one rule from the list. Teacher will keep and create a class book about rules.   **Day 3**  **Instructional Plan**   * Begin lesson by singing the song of our class rules/guide students for acting out with hand motions, gestures. * Read aloud Lesson 3 from social studies book, Following The Rules. Students will understand why its important to follow rules. Discuss consequences. * Students are given a sheet with words for the song, as they sing students will point to the words.   **Day 4**  **Instructional Plan**   * Review rules with song/motions. * Read aloud class book that students have made (Tuesday), allow each student to share his/her page. * Read aloud Lillies Purple Purse by Henkes. * Create a class room T chart to show, What Lilly Did, What Lilly Should Have Done Differently. . | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Day 1**  **Standards:W. 1.5**  **I Can Statement(s):I can use pictures to show ideas, thoughts, and feelings.**  **Instructional Plan:**   * Make a class list of words that describe Gloria, (adjectives). * Students will write a sentence that completes their opinion of Gloria, example: I like Gloria because she is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Choose a word from the chart to complete the sentence. * Students will draw a picture to go with their sentence.   **Day 2**  **Instructional Plan**   * Brainstorm with students ways they can show good citizenship in the classroom/school. Chart student responses. * Students can illustrate themselves being a good citizen. * Model and discuss punctuation, capitals and periods. * Write a complete sentence to match illustration. * Share as time allows.   **Day 3**  **Instructional Plan**   * Model and discuss proper punctuation, capitals and periods. * In keeping with PBIS, students will make a book, each page represents a letter such as P-for, Practice Self Control. Student illustrates himself on each page following the rules….a total of four pages. * Students share completed work with their table partners.   **Day 4**  **Instructional Plan**   * Review T Chart from Lilly's Purple Purse. * Model and discuss proper punctuation, capitals and periods. * Using folded paper, on one side students will write-“I am a good citizen when\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the other side, “I am not a good citizen when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Post students work. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:RF 1.2a Identify short a sounds in words.**  **I Can Statement(s): I can identify vowels and consonants.**  **Day 1**  **Instructional Plan**   * Review consonants and vowels using alphabet chart. Students will be given a sentence strip with their name printed in black marker. Vowels will be circled with red, consonants circled in green crayon. * Students will choose five words within the classroom to write and identify, vowels (red) and consonants (green).   **Day 2**  **Instructional Plan**   * Introduce word wall words, choral read. * Clap the spellings of each word wall word.   **Day 3**  **Instructional Plan**   * Students write each word wall word in their WWJournal. * Identify vowels and consonants as we did on day 1.   **I can identify short a vowel sounds in words.**  **Day 4**  **Instructional Plan**   * Review short /a/ and final /ck/ sounds. * Create a class chart of short /a/ words. Encourage each student to come up and write his/her word on the chart-give help as needed. * Post chart in classroom * For final /ck/ sound, distribute index cards with words ending in ck, others ending in /th/. Students will bring their card to front of room and (sort) place it on correct side of pocket chart. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards SL.1.1 “participating in collaborative conversations with diverse partners”. Requires explicit instruction with extensive modeling from teacher, followed by opportunities to practice.**  **I can listen to and retell a story using complete sentences.** | | | | |
| **Closing/Summarizing Strategy** | * **Why are rules important? Students discuss in small groups and share thoughts with class.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can create a poster to add new rules for the class. They can share poster with the class. | | Students will make a poster of the class rules which they can take home. | | | Daily: Encourage students to share thoughts and ideas during class and work cooperatively in groups when necessary. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **DRAs** * **Spelling Inventory** * **Baseline Writing Assessment** * **Performance Task One** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*